



ALLEGRO MONTESSORI SCHOOL INC.
Toddler, Casa and Elementary Programs

**PARENT
HANDBOOK**

SCHOOL HOURS

Toddler: 9:00 a.m. – 11:45 a.m.

Preschool/Casa, Half day: 9:00 a.m. – 12:00 p.m.
room opens @ 8:40 a.m.

Preschool/Casa, Full day: 9:00 a.m. - 3:30 p.m.
room opens @ 8:40 a.m.

Elementary: 8:45 a.m. - 3:30 p.m.
room opens @ 8:30 a.m.

Extended Day Care Program
7:45 a.m. – 8:45 a.m.
3:30 p.m. – 5:30 p.m.

Please note that Elementary students are expected to be in their environment and working by 8:45 a.m. The hours of education required under provincial legislation and as reported to the Department of Education are calculated starting at this time.

Messages and Phone Calls

Main office -	306-931-4000
Email main office -	<u>allegro@sasktel.net</u>
Email finance -	<u>allegrofinance@sasktel.net</u>

To contact Head of School or Extended Day Care directly please ring the main office and follow instructions given.

The Office Staff will be available in person or by telephone between the hours of 8:30 a.m. - 4:00 p.m. (Monday to Friday) from September to June. Summer hours vary, please phone our office before you come down to ensure we are present.

If we are away from the phone at the time of your call please leave your name, number and a brief message on the answering machine.
Calls will be returned within one full business day.

If you wish to speak to a room director leave a message at the Office for a returned call
Or email your director at their email.

elem@sasktel.net (Elementary)
casauno@sasktel.net (Casa 1)
casaduo@sasktel.net (Casa 2)
allegrohr@sasktel.net (Casa 3)
toddlers@sasktel.net (Toddler)

School calendar, newsletter, parent handbook and room notes can be found on our website at
www.allegromontessori.ca

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Lexicon of Terms

Casa

Dr. Montessori's original Italian term was "Casa de Bambini" or children's house. Our pre-school rooms are therefore called Casa's in deference to both tradition and the idea that it is a warm home not a sterile classroom. The casa room involves three different age groups:

Half Days	2.5 – 3.5 years approximately	(9:00 a.m. – 12:00 p.m.)
Double Session	3.5 – 4.5 years approximately	(9:00 a.m. – 3:30 p.m.)
Full Day	4.5 – 5.5 years approximately	(9:00 a.m. – 3:30 p.m.)

Allegro In Between

A program designed to provide care for our half day children from 12:00 – 3:30 p.m. It combines the Montessori expectation of behavior with baking, experiments, outside exploration and much more including naps. We accept approximately 15 half day children into this program every year.

Absorbent Mind

The first plane of development, from birth to age 6, where the child has the capability to absorb a large amount of information about their environment through their senses. During this plane of development children acquire language, develop motor and cognitive skills, copy the social skills of adults, and learn expectations of how the world will treat them.

Concrete to Abstract

A logical, developmentally appropriate progression that allows the child to come to an abstract understanding of a concept by first encountering it in a concrete form, such as learning the mathematical concept of the decimal system by working with the Golden Beads grouped into units, 10s, 100s and 1000s.

Control of Error

Montessori materials are designed so that the child receives instant feedback as they work, allowing them to recognize, correct and learn from their mistakes without adult assistance. Putting control of the activity in the child's hands strengthens his self-esteem and self-motivation as well as his learning.

Coordination of Movement

Focusing on coordination and control of movement is especially important during the preschool years. Young children are in their sensitive period for refinement of movement from ages 2-4.

Cosmic Education

A Montessori approach that develops an awareness in the child that everything in the universe is connected and interdependent, forming a harmonious whole and that they are a contributing part to that whole.

Cultural

Focuses on Social Studies, Science and Geography. Activities include learning about the continents and flags of the world, land and water forms as well as parts of plants and animals and many other exciting hands on experiences that broaden their view of their world.

Deviation

Behaviour commonly seen in children that is the result of some obstacle to normal development. Such behaviour may be commonly understood as negative (a timid child, a destructive child, etc.) or positive (a passive, quiet child). Both positive and negative deviations disappear once the child begins to concentrate on a piece of work freely chosen.

Grace and Courtesy

Children are formally instructed in social skills they will use throughout their lives. For example, saying "please" and "thank you", interrupting conversations politely, requesting, rather than demanding assistance, and greeting guests warmly.

Human Tendencies

A central tenet of Montessori philosophy is that human beings exhibit a predisposition towards exploration, orientation, order, abstraction, work, self-perfection, communication and spiritual life. The tendencies are universal, spanning age, culture, and racial barriers; they have existed since the dawn of the species and

are probably evolutionary in origin. “Montessori stresses the need to serve those special traits that have proven to be tendencies of man throughout history.” (Maria Montessori, 1966, p. 21)

Independence

Not depending on another. Normal developmental milestones such as weaning, talking, etc. can be seen as a series of events which enable the child to achieve increased individuation, autonomy and self-regulation. Children naturally seek to become more independent throughout the four planes of development. We always strive to give each child the joy and independence of “doing it myself”.

Indirect Preparation

The way nature has of preparing the intelligence. In every action, there is a conscious interest. Through this interest, the mind is being prepared for something in the future. For example, a young child will enjoy the putting together of various triangular shapes, totally unaware that because of this work his mind will later be more accepting of geometry. Also called remote preparation, the deeper educational purpose of many Montessori activities is remote in time.

Indoor voice

The calm, quiet voice that we use to communicate with each other. It is the voice of reason, discussion and shows an awareness of our environment and those around us. It is the voice we use inside of our building.

Language

The language curriculum is phonetic in nature and utilizes games and powerful teaching tools to help children learn to decode phonetic words, high frequency/sight words, diphthongs and digraphs. It is powerful in promoting early reading and writing skills using a variety of games and activities.

Math

Dr. Montessori realized that all children have a “Mathematical Mind” and that when they are given the opportunity to explore math in a concrete way, through “hands-on” materials, abstract math concepts become easier to comprehend. Curriculum is based on the Decimal Numeral System or Base Ten Mathematical System. All materials are based on abstract concepts and create concrete learning materials that children use independently. Covers recognition of math patterns, addition, subtraction, multiplication, division - short and long, fraction work and skip counting.

Mixed Ages

One of the hallmarks of the Montessori Method is that children of mixed ages work together in the same class. Age-groupings are based on developmental planes. Children from 3 to 6 years of age are together in the Casa; 6 – 9 years share the lower elementary, and the upper elementary is made up of 9 – 12 year olds. Because the work is individual, the children progress at their own pace; there is cooperation rather than competition between ages.

Nomenclature

The identifying of an item through its scientific names. Usually cards on the Culture shelves revealing the parts of items. (i.e. parts of a frog, tree, river system)

Normalization

A natural or “normal” developmental process marked by a love of work or activity, concentration, self-discipline, and joy of accomplishment. Dr. Montessori observed that the normalization process is characteristic of human beings at any age.

Planes of Development

Four distinct age periods in a child’s life of growth, development, and learning that build on each other as children and youth progress through them: ages 0 – 6 (the period of the “absorbent mind”); 6 – 12 (the period of reasoning and abstraction); 12 – 18 (when youth construct the “social self,” developing moral values and becoming emotionally independent); and 18 – 24 years (when young adults construct an understanding of the self and seek to know their place in the world).

Point of Interest

Montessori realized that if children spent too long on a complex task or failed to master the necessary details, the exercise would cease to interest them. Therefore she suggested that points of interest be

interspersed throughout each activity. These points guide the child toward his or her goal and stimulate repetition and interest by offering immediate feedback, or what Montessori called “control of error.” The child’s performance becomes refined through trial and error, the points of interest acting as signposts along the path to success.

Practical Life

The Montessori term that encompasses domestic work to maintain the home and school room environment; self-care and personal hygiene; and grace and courtesy. Practical life skills are of great interest to young children and form the basis of later abstract learning.

Prepared Environment

The teacher prepares the environment of the Montessori room with carefully selected, aesthetically arranged materials that are presented sequentially to meet the developmental needs of the children using the space. Well-prepared Montessori environments contain appropriately sized furniture, a full complement of Montessori materials, and enough space to allow children to work in peace, alone or in small or large groups.

Sense of Order

Structure and order in the Montessori environment accurately reflect the sense of structure and order in the universe. By using the Montessori environment as a microcosm of the universe, the child begins to internalize the order surrounding them, thus making sense of the world in which they live.

Sensitive Periods

A critical time during human development when the child is biologically ready and receptive to acquiring a specific skill or ability- such as the use of language or a sense of order-and is therefore particularly sensitive to stimuli that promote the development of that skill. A Montessori teacher prepares the environment to meet the developmental needs of each sensitive period.

Sensorial

These activities develop and refine the 5 senses: sight, sound, touch, taste and smell and builds a foundation for speech, writing, and math through the use of sensorial materials. The exercises also bring order to the barrage of sensorial impressions the child experiences from birth onward.

Tailor Sit

Sitting on the floor with your legs crossed. We use this method of sitting in most circles and teaching situations.

The Three Period Lesson

A 3 step technique for presenting information to the child. In the first – the introduction or naming period – the director demonstrates what “this is.” (The director might say ‘This is a mountain’ while pointing to it on a 3 dimensional map. In the second – the association or recognition period – the director asks the child to “show” what was just identified (“Show me the mountain.”). Finally, in the recall period, the director asks the child to name the object or area. Moving from new information to passive recall to active identification reinforces the child’s learning and demonstrates their mastery.

Use Your Words

We want children to communicate through words instead of other vocalizations or physical reactions. For example if you are unhappy then you need to express that using language without a physical response.

Walking Feet

In an indoor environment we always use walking feet. Again it shows an awareness of and respect for the environment and the people around us. It teaches us civility of behaviour but also aides the child in controlling and becoming aware of their own physicality.

Work

Purposeful activity. Maria Montessori observed that children learn through purposeful activities of their own choosing; Montessori schools call all of their child’s activities “work.”

SCHOOL FUNDRAISERS

Avgen Incentives Gift Card Program

Buy regular gift cards for the price of the gift card and no more.
For every card you buy the school gets a percentage of your purchase price from the company.

**Bass Pro Shops, Bath and Bodyworks,
The Body Shop, Best Buy
Boston Pizza**

**Canadian Tire Milestones,
Montana's, Chapters, Indigo
Cineplex, Earls, Esso,
Future Shop, The Gap, Home
Depot, Home Hardware,
The Keg, Laura Secord,**

**Safeway, Sears, Shell Canada,
Shoppers Drugmart, Sobeys
IGA, Staples,
Starbucks, Tim Hortons,
Toys R Us, Wendy's,
Winners, Home Sense**

**Mark's work Warehouse,
M & M Meat shops, Moores,
Payless, Petro Canada,
Pier 1 Imports,
Rainbow Cinema, Red Lobster,
Rona, Roots,**

**Check out our website for fundraising
to find the latest Mabel's Labels Campaign and code**



mabel's labels™

Colourful, durable and fun labels
for everything that leaves your house!

**SUPPORT OUR
FUNDRAISER!**



**These two fundraisers are year round and items may be purchased any time.
Have questions? For more information please see Liz, Gayle or our website!!**

I. THINGS YOU WANT TO KNOW ABOUT OUR MONTESSORI SCHOOL

Allegro Montessori History and Accreditation

Origins of the Montessori Method

Maria Montessori (1870-1952) opened her first 'Casa de Bambini' in 1907. She was Italy's first female physician and one of the great educators of the 20th century. Her detailed observation of a group of children committed to her care, led her to design unique learning materials, to train others in her teaching methods, and then to open schools, first in Italy and then in numerous other countries. During the war years, Montessori's educational approach was known as the movement for peace, for she saw the child as the hope for a new world. By the time of her death, Maria Montessori's philosophy of education had become influential internationally and schools under her name had been established around the world.

Origins of Allegro Montessori School

Allegro Montessori School was founded by four families in the fall of 1987 to serve a small group of Montessori-trained elementary-age children. The first teacher/director of the school, Ursula Hodgson, guided Allegro through a successful initial year at its first location, Bethlehem Lutheran School of the Deaf. In 1988, Margaret Hurst joined the staff and became the director of the first Casa room. Allegro Montessori moved to John Lake School and the student enrollment rose to twenty-six. In 1989, Allegro Montessori began a full-day program for the Casa level; some thirty-five children aged three to eleven formed the student body. In 1991, Allegro Montessori opened a second Casa room under the direction of Margaret Katchorek, the enrollment rose to sixty students and the staff increased to six.

In September 1993, a Head of School was hired by the Board and in January 1994 a third Casa room was opened and a "double session" program was offered.

In May 1995, the founding families resigned and handed over the school to Margaret Hurst. Unfortunately, due to lack of available space at John Lake School, the Casa was cut back to two rooms, each with an increased number of students and an extra assistant. Enrollment stood close to 90 students from 2 ½ – 10 years with a total of 10 staff members.

In December 1995, we moved to St. Patrick's School and from there to Spadina Crescent. In June 2003 we were offered a lease at 2410 Haultain Avenue where we opened a second Elementary environment and in 2006 we opened a 4th Casa and a Toddler Program. In the summer of 2008 we moved to 4215 Degeer Street.

Educational Accreditation

Allegro Montessori School Inc. is registered with the Saskatchewan Department of Education as an Independent School and meets the educational requirements of the Saskatchewan curriculum. The school is a member of the International Montessori Council.

Organizational Structure

Allegro Montessori School Inc. is a non-profit corporation and is registered as a charitable organization. It, like all non-profit corporations, is required to have a Board of Directors to manage the legal and financial operations of the school. (Please see our website for a list of current board members.)

Parents are encouraged to be involved by joining the Home & School Association and by serving as volunteers for school functions throughout the year.

The Allegro Montessori Philosophy of Education

The Montessori Child

The Montessori approach to education is grounded in the belief that children have a dynamic inner desire to explore and learn about their environment. In the words of Maria Montessori, "education is not something which the Director does, but is a natural process which develops spontaneously in the human being. It is not acquired by listening to words, but by virtue of experience in which the child acts on his environment ... We must offer the child the help he needs, and be at his service so that he does not have to walk alone".

Montessori believed that all children have within themselves the power to achieve their full potential. Given the proper measure of guidance and freedom, the children's inner spirit enables them to focus on what they need to know. Children then learn with wonder, confidence, and joy ("joyful, happy" is the root meaning of the Italian word *allegro*, the name of our school).

The Montessori Director

A well-trained, sensitive and caring adult is the key link between the child and the environment. In a Montessori environment, the term "director" is used to describe the role of the guiding adult. Our Toddler and Casa directors have received the appropriate Montessori education and most also have a Bachelor of Education Degree, while our Elementary directors are required to have both their Montessori Elementary training as well as a B. Ed. The director, specially trained in observation of child development assesses when to offer a new challenge to the child and demonstrates the use of materials. The director assists the child's progress with attentive care, fostering a positive, loving atmosphere for the child.

An Environment for Learning

An important part of Montessori's approach is an orderly and pleasant environment. This environment includes learning materials designed to meet the particular developmental needs of each child. Ideally, it also includes easy access to outdoor surroundings, the world of nature. Children are encouraged to explore activities that interest them most, and to experience the deep inner satisfaction of having achieved what they set out to do.

Each child is given guidance according to his or her needs and personal capability, allowing for individually paced development in a non-competitive atmosphere. The grouping of mixed ages in one room permits cooperative interaction and mutual assistance among the younger and the older children.

Goals and Objectives

The primary aim of Allegro Montessori School is to provide a stimulating and carefully-planned environment where children may develop within themselves the foundational habits, attitudes and skills essential for a lifetime of creative thinking and learning.

The school strives to assist the child to attain the following:

- A positive attitude toward school and learning.
- Respect for others, for all life, and for the environment.
- Self-discipline and independence within the context of community.
- A high degree of self-esteem.
- Habits of concentration, initiative, and persistence.
- The ability to engage in team work.
- Development as a whole person, mentally, spiritually and physically.

II. ADMISSIONS

Pre-Admission and Information to Recommend to Others

- Make inquiries about the Montessori method and Montessori schools
- Ask for answers to questions (see our contact information at front of book)
- Obtain a registration packet from our head office
 - This contains info about our programs and everything you need to register.
- Gather information
 - Information is available at our front office or from our parent library
- Make an appointment to observe
 - Come in on your own and observe in a room for 10 – 15 minutes
 - Phone main office (306-931-4000) to book
 - Come for a school tour with your child
- Consider that Montessori always runs in three year cycles and your child receives to full and intended benefit from attendance for those three years.

Admission Requirements

- Requirements
 - Toddler - between 18 months and three years
 - Casa - potty trained
- physically and socially mature enough by first day of school
- approximate age range 2.5 years to 6 years
 - Elementary - approximate age range 6 years to 9/10 years of age
- Trial Period
 - All “new” and “new to Montessori” students will participate in a three month trial period. At any point in this period either the director or the parent may express concern that the child is not quite ready.
 - If the director agrees the child should wait a period of time and start again the following guidelines will be followed:
 - If the student joins the environment again within the next three months a portion of the tuition fee will be returned to them on May 1st. This portion will be based on days of school absent out of days of school.
 - If the student is pulled during this time all standard withdrawal rules will apply starting from the time we receive written notice of withdrawal.

Admission Procedure

- Decisions are made by the Head of School
- Families already enrolled are given pre-registration rights.
- Applications are evaluated based on:
 - i. Optimal room composition/socialization requirements
 - ii. Each environment works towards an even boy/girl split
 - iii. Physical and social readiness (guided by age) and their stage of development
 - iv. Chronological order of current applicants
 - v. Financial Requirements are met

Financial Information

Tuition and Registration Fees

- For information on upcoming registrations, fees and payment options, please consult the main office or our website at www.allegromontessori.ca.
- For questions concerning existing fee balances, please direct your inquiry to the Head of School at hosallegro@sasktel.net or to the bookkeeper at allegrofinance@sasktel.net.

Policies Regarding Tuition Payments

- 1st installments of tuition are due May 1st (or earlier) of the preceding academic year.
- Any child enrolled during the first three weeks of a school year shall pay the tuition for the entire school year.
- Any child enrolled more than three weeks after the beginning of the year will be charged tuition pro-rated for the remaining period of the year.

Since the Board contracts the staff for the full academic year and as school expenses are not significantly diminished by a child's absence, no reduction of the tuition commitment will be made for illness, school-time holidays or voluntary absences.

Any irregularity in payment causes disruption in the school's business affairs, so there is a charge of \$25.00 per item for cheques returned for insufficient funds (NSF). Furthermore, a late fee of 2% (two percent) will be assessed after the 15th of each month if a tuition installment or fee is not received on schedule.

Before any child can attend school, a completed registration form and all cheques for registration, supply, activity and tuition fees must be in the hands of the Head of School.

Business Transactions

All business matters should be directed to the main office, Head of School or allegrofinance@sasktel.net. As it is not part of their teaching responsibilities, our directors, aides and other staff will not accept registration forms, cheques or other business items.

Withdrawal / Attrition Procedure

Fees in Arrears

Fees shall be paid pursuant to the schedule set out in the annual enrollment agreement unless alternate arrangements have been made in writing with the Head of School. The school reserves the right to request the withdrawal of a child if fees are in arrears.

Withdrawal by Parent

To withdraw a child, written notice to the Head of School must be given a minimum of one month (thirty days) before withdrawal. Any return of the tuition installment cheques on hand (where tuition has been paid under the 10 installment method) will then become effective on the last day of the month following the month that the written notice is received. There will be no refunds provided for registration, supply or activity fees.

For greater clarity, the following table sets out the calculation for fees and tuition calculations under a withdrawal request in more detail:

Allegro Montessori School Inc.			
Withdrawal - Schedule of Fees & Tuition Retained			
Registration Notes	Date of Written Notice for Withdrawal Received	Fee & Tuitions Retained	
		Fees	Annual Tuition
January to February - Registration & Deposit of Fees	After Registration & Prior to May 1	100%	0%
May 1 - Deposit of 1st Tuition Installment	May 1 - July 31	100%	10%
	August 1 - 31	100%	20%
September - School Year Begins	September 1 - 30	100%	30%
	October 1 - 31	100%	40%
	November 1 - 30	100%	50%
	December 1 - 31	100%	60%
	January 1 - 31	100%	70%
	February 1 - 29	100%	80%
	March 1 - 31	100%	90%
	April 1 – June 30	100%	100%

III. A MONTESSORI DAY IN DETAIL

Preparing for School

Sleep

Dr. Montessori observed that learning begins when children focus their attention on something that interests them; in a Montessori environment the director's job is to capture the child's attention. To best facilitate this it is desirable that children have at least ten hours sleep per night before attending school. Any less can affect their ability to focus, perform to their potential or benefit from the educational opportunities school provides.

The table below shows the amount of sleep per day recommended by the National Sleep Foundation:

Age	Amount of sleep per day
18 months – 2 years	11 – 14 hours (including naps) in a 24 hour period
3 – 5 years	11 - 13 hours
6 – 13 years	9 – 11 hours

Television/Media

It is strongly recommended that children do not watch television or play with media before school. Children who watch television or play video/computer games before coming to school become wound up competitively but without the added increase in oxygen and endorphins brought on by exercise, making them less able to settle and focus when they arrive.

The Canadian Pediatric Society recommends:

Early Years (0-2)	0 time
(2-4)	< 1 hour per day
Youth (5-17)	≤ 2 hours per day

Food

A balanced nutritious breakfast is essential before school otherwise children can be lethargic and inattentive. Children dropped off early are welcome to bring something for breakfast to eat in the before school care room. Please do not under any circumstances send chips, pop, candy or the like to school with your child.

We are a peanut alert school! Please send nothing with peanut butter or peanut content (i.e. may contain...) in snacks and lunches. If a child has food with this as part of the ingredients it will be wrapped in saran wrap and we will do our best to find something healthy for them to eat. We cannot guarantee that there will be food in the school.

Fostering Independence

Children can gradually take more and more responsibility for preparing themselves for each school day. There are milestones throughout school procedure to help our students begin to express their more independent and responsible natures. For example:

- Kiss and Fly – students begin to value the independence it gives to walk into the school under their own steam.
- I can dress myself. Students eventually learn to get completely ready to go outside on their own. (We strongly encourage families to promote this source of independence at home as well, even though it often requires buckets of patience and an extra half hour in the mornings.)

- Care for environment – We learn throughout the year the importance of respecting, setting up and cleaning up our work, lunch or play all on our own without prompting. (We also encourage you to work with them on this area at home too. Perhaps have snacks at their level in the fridge so they can prepare their own food all on their own.)
- An awareness of their responsibility to the world around them. Respect for others, ability to relate to and communicate with our peers and the adults around us.

Below is a checklist that could be used by your children to help prepare for school independently.

- What time should I go to bed and what time should I get up so I will have enough sleep?
- I can't watch television in the morning on school days. What days can I watch television in the morning?
 - If there is something really special on in the morning perhaps I can record it.
- What should I have for breakfast so I'll have enough energy for my day at school?
 - I'll need to eat something from each of the five food groups. What should I take to school for lunch?
- What should I wear to school?
 - During the day I have to be comfortable and safe on the playground and I have to be able to concentrate on my work in my room. When should I get my school clothes ready?

Is my Child Too Sick for School? What will exclude my child from school?

It is important for us to protect the health of all children and staff, so the only place for a sick child is at home. Thus the school requires that children remain at home if they display any of the symptoms listed on the Guidelines for Excluding from School that follow. Parents will be called to pick up a sick child so that he/she can rest at home, where one-on-one care can be provided.

A child with a fever is obviously unwell and should not be sent to school. Should a fever develop in the course of the day, the parent will be called and the child picked up as soon as possible.

Fever and other symptoms in children may suggest the presence of a communicable disease. Children who have the following symptoms should be excluded from school until: (1) a physician has determined that the symptoms are not associated with an infectious agent, or they are no longer a threat to the health of the children/staff at school (please bring a doctor's note) or (2) the symptoms have subsided or (3) there is no danger to the child who has been ill to resume attendance.

The exclusion period is the time that an infected person should stay home from school to prevent the spread of the disease, as recommended by the Saskatchewan Health Services Department. It is necessary to call the school to report a child's absence especially in the case of a contagious disease. Even during the school holidays, the disease should be reported to the school.

Fever	If present without medication within the previous 24 hour period Especially if accompanied by other symptoms such as vomiting, sore throat, diarrhea, headache and stiff neck, or undiagnosed cough. (The child will be sent home if the temperature meets or exceeds 38°C or 100.4°F).						
Respiratory Symptoms	Difficult or rapid breathing, or severe coughing High-pitched, croupy or whooping sound after coughing Child unable to be comfortable due to continuous cough						
Diarrhea	Increased number of abnormally loose stools (i.e. liquid or semi-liquid) in the previous 24 hours						
Vomiting	ANY vomiting in a 24 hour period (A child will be sent home and should be kept home even if they no longer appear to be ill within that 24 hour period.)						
Eye-nose Drainage	Thick mucus or puss draining from the eye or nose						
Sore Throat	Sore throat, especially when fever or swollen glands in the neck are present						
Itching	Persistent itching (or scratching) of body or scalp						
Skin Problems	Skin rashes, undiagnosed or contagious						
Appearance/ Behaviour	Child looks or acts differently: is unusually tired, pale, lacking appetite, tearful, irritable, feels general discomfort or just seems unwell						
Unusual Colour	The symptoms can be found in hepatitis and should be evaluated by a physician: <table> <tr> <td>Eyes or skin</td> <td>yellow (jaundice)</td> </tr> <tr> <td>Stool</td> <td>grey or white</td> </tr> <tr> <td>Urine</td> <td>dark, tea coloured</td> </tr> </table>	Eyes or skin	yellow (jaundice)	Stool	grey or white	Urine	dark, tea coloured
Eyes or skin	yellow (jaundice)						
Stool	grey or white						
Urine	dark, tea coloured						

Staff will call the parent/guardian or a designated emergency contact person if:

- **Your child becomes sick at school.**
- **We hear that your child has had a fever, vomiting or diarrhea in the last 24 hours.**

There are no facilities at the school for the care of sick children, so a sick child should be picked up as soon as possible.

Anaphylaxis

Students who have life-threatening allergies and are prescribed EPIPENS are **expected** to have TWO EpiPens at school at all times.

Room Directors Responsibility:

- Room directors are responsible for ensuring that all staff members who work with students in their room, including specialist directors, lunch/recess supervisors, supply directors and extended staff are fully aware of the student's allergy, recommended treatment and location of medication. The affected student should also know the location of medication.
- The director will ensure that medication is safely stored where it is easily accessible to staff but not to other students. Medication for serious issues (i.e. anaphylactic reaction) should be kept in a "money belt" so that it can accompany student to all activities easily.
- The room director is responsible to check all snacks and lunches, ensuring that our NUT ALERT policy is upheld. If a student has a different allergy (e.g. shellfish, etc.) the individual room staff will also check lunches and snacks for these areas.
 - Directors will ensure that their parents know any specific severe allergies that exist in their rooms at the beginning of the year.
- All directors are trained in the administration of the EpiPens. Directors are responsible to keep Anaphylaxis posters in a prominent place in their room and make sure they maintain awareness of procedure. Photos of students with life-threatening allergies should be attached to posters, with description of allergy attached to photo.
- 911 will be called should an EpiPen ever be administered. They will advise as to the administration of the second EpiPen if required, should specific instructions not be included in the parent's instruction. A student who has been administered an EpiPen must go to hospital by ambulance. If not already administered, the second EpiPen should be sent with the ambulance.
- An incident report will be written carefully documenting the procedure followed and including time of incident, time medication was administered and time the ambulance arrived.
- Room directors are responsible to make sure that the medication goes with the child to extended activities, on field trips, etc.

All Other Staff Responsibility:

- All staff members are responsible to make sure that they know if they are working with a student with life-threatening allergies.
- All staff members who work with students with life-threatening allergies should make sure there is an Anaphylaxis poster prominently displayed in their rooms. Staff members are expected to maintain awareness of procedure.
- Staff members who deal with an incident involving the administration of an EpiPen are responsible for making sure 911 is called and an incident report is written (see room director's responsibilities).

Parents Responsibilities:

- Parents are responsible for providing the medication and making sure it is current (not expired).
- Parents are responsible for providing specific instruction regarding recommended treatment.
- Parents are responsible for notifying school of changes in condition, medication, treatment, etc.
- Parents are responsible for educating their child about their allergy, what to avoid and to be responsible for knowing the location of their medication and carrying it when required.
- Parents are responsible for the cost of transportation to the hospital, if required.

Dispensing of Medications

- All students needing medication must bring the dose already pre-poured so it just needs to be administered.
- A signed note from the parent, (along with verbal confirmation,) outlining when and how much to administer to the child.
- The director/aide will then portion out the medication and the child will be given it to administer themselves.
- Only medication taken orally will be administered.
- All other medicinal needs must be handled and dispensed by parents.

Before the Bell Rings

7:45 a.m. - 8:40 a.m. Before School Care available to students half day age and up.

Staff member present for supervision at 7:45 a.m. and walks the children to school at 8:40 a.m.

If your child wishes to bring breakfast with them a place will be provided for them to eat.

Before and After School Care are billed separately from tuition fees.

Please inquire at the main office for an up to date rate sheet for Before School Care

The School Day

8:30 a.m. Elementary Doors open

Elementary students in before school care will shake hands with the staff member present and dismiss to their room.

**8:40 a.m. Before School Care children walk to their rooms
Toddler environment opens to children
Casa environment opens to children**

8:40 a.m. – 8:55 a.m. Kiss and Fly

Kiss and Fly Zone

From 8:40 to 8:55 a.m. On school days Allegro operates what we call the “Kiss and Fly” zone. During this time of the morning Roland Michener Elementary School students are also arriving and being dropped off, local tenants are trying to get out of their parking lots and in general, Degeer is a busy street for those going between Boychuk and McKercher.

Kiss and Fly is right in line with the Montessori tenet of independence in our students. Many of our students see it as a maturity milestone when they can enter the school on their own. However, the main reason we do Kiss and Fly in the mornings is to relieve stress during probably the most crowded and difficult half hour of the day at the school and in the community.

We cordon off an area three cars deep right in front of our main doors; you can't miss the big yellow signs on the sidewalk that cordon off the area. At least two staff members will be there to meet your child at their car door. These staff members walk with the child to the main doors where there will be staff and responsible students waiting to walk them to their room until they are old enough and independent enough to walk on their own.

Kiss and Fly only works if:

- You drive up, kiss goodbye, and let the child fly out of the car to our staff allowing you to drive off.
- You **cannot** idle in the street waiting for a parking spot to “open up.” You will be blocking other vehicles as well as at least two city busses that move down Degeer during that time.
- It is **not** a place to park and walk your child in.
If you wish to walk your child to their room park further down the block away from the school and walk them in.

The front area of Allegro is for our drop off and Roland Michener's front doors are used this way also. If you are going to shut off your engine and leave your car we respectfully request you do so a block up or down.

- Pulling into any of the side alleys connected the surrounding condos is illegal and will result in problems with the neighbouring condo managers and require police involvement.
- If you attempt to park in front of the doors or in the street or alley you will be asked very politely to move your car before you bring your child in.

The staff arrives at school early to set up their rooms and prepare for the day. We request that the children arrive within the quarter hour before school actually begins so they too have time to set up and be ready to work by their scheduled start time.

We understand that everyone is late at times. One of the objectives of a Montessori Environment is the optimal three hour work cycle. Students that arrive after school has begun are both short-changing themselves and are an interruption to every other student's work cycle. Please be cognizant of and avoid this issue wherever possible. If you are late please drop your child off with the office staff at the front office and they will then walk them down to their appropriate room.

8:45 a.m. Elementary begins their school day

- the room opens at 8:30
 - Students leave their outdoor clothing and shoes/boots in their lockers and say good bye to their parents
 - Then they should grab their indoor shoes walk down the hallway to their room, greet their directors and then get their shoes on.
- Snack following lunch guidelines and excluding dessert may be packed with your child's lunch.

9:00 a.m. Toddlers begin their day

- Toddlers may walk down the hallway with their parent/guardian or chose to take advantage of Kiss and Fly.
 - When they reach the toddler door knock and the Toddler directing team will answer.
 - With them they should have a small carry bag containing the items requested for the room.
- Toddlers make their own snack daily.

9:00 a.m. cont. Casa's begin their day

- Casa parents walk your children to their lockers or take advantage of kiss and fly.
 - We encourage our families to work towards the independence of Kiss and Fly.
- You will find each child has a locker with their name on it.
 - Help your child help themselves to get undressed and get their outside boots/shoes off. They should put their outside shoes on at their locker and then proceed to their room to greet their director at the door.
- We encourage our parents/guardians to say good bye at the child's locker or briefly at the door before they greet their director.

- Casa snack must be vegetables and or fruit
 - Each child will bring their own snack.

11:45 a.m. Allegro-In-Between Students picked up by AIB staff

11:45 a.m. Toddler pick up by parents

- Toddlers may be picked up from small playground structure baring weather.
- Please shake hands and say good-bye with your director before you leave the playground.

12:00 p.m. Casa Half Day pick up by parents

- Students say good-bye and shake hands with their director team and are handed off to their parent/guardian.
- Please remember in our hallways that our school and Roland Michener's are still functioning, children are learning and staff are working while you are waiting for your children.

Students are only dismissed to persons authorized by the child's parent or guardian. On outside days for your Casa room, pick up is on the playground. Make sure your child shakes hands and says good-bye to the staff member present.

12:00 p.m. Elementary, Full Day and Double Session students break for lunch

Food Concerns

Lunch

We assume when your child opens their lunch box that everything in it may be eaten. We do not police lunches and (except for checking for allergy issues) the students may eat their lunch as they please.

Elementary and full-day Casa children bring their own lunch each day. **Parents are encouraged to provide a well-balanced lunch of reasonable size.** Ideally, the child could make some or all of the lunch at home. The lunch should be in a labeled lunch box which can be easily opened.

Please do not include any medication or even vitamins in the child's lunch box.

Due to the fact that we have children attending with severe, life-threatening allergies to peanuts and other nuts Allegro Montessori is a **PEANUT AND NUT ALERT** school. We have **banned ALL NUTS AND NUT PRODUCTS** from the school. Even the tiniest residue of nuts, nut oil, and nuts in cookies, etc. left on a table can be fatal to susceptible children. Therefore, all snacks and lunches brought to school **must** be free of nuts and nut products. All items containing nuts or nut products will be saran wrapped and placed outside the school building.

- Elementary and casa full day and double session students begin lunch routine at 12:00 p.m. (Set out table cloths, wash hands, get lunch kit).
- Staff check lunches daily only to ensure they conform to our nut free and content policies.

- If a child's lunch is found to have any items containing nuts, the child will **not** be allowed to eat it in school. It will be wrapped and sent home with a note from the lunch supervisor.
- Unfinished portions of lunches will be returned to the child's lunchbox so that parents can monitor their child's eating habits.
 - We do not force the children to eat their whole lunch nor do we ensure that they eat this part of the lunch before that part. We trust the lunch you have packed is appropriate and there are healthy snacks included in case they become hungry in the afternoon.
- As part of our initiative for a healthy body and healthy mind, ***we insist no chips, pop, candy, gum, or highly processed chocolate and sugar treats*** be included in your child's daily lunch.
- Children who bring their own lunch to school are expected to supply their own milk, juice or another nutritious beverage.
- Please pack lunches in reusable containers whenever possible. We aim for a garbage-free lunch box!
- We do not encourage food brought in from restaurants. As we cannot guarantee that food from outside restaurants is peanut free. Any student with a lunch that is not homemade will be required to sit at a separate table to eat.

If you are bringing a treat for your child's room please stick to fruits and vegetables. Cake, cookies or candy are not appropriate.

12:45 p.m. Recess for Elementary, Double Session and Full Days
Allegro-In-between students who nap will settle in during this time
Allegro-In-Between students who do not nap will go out for recess

Supervision / Behaviour

It is standard practice to have three staff members out with our students at recess

- Our goals during our time of play are the same as our time of study
 - **We want to be peaceful**
 - Violent action of any kind is not allowed including during play
 - As a staff, we know that learned behavior in a structured environment sometimes slips at recess. We want the children to explore and learn in a less structured way and so recess issues will be dealt with separately.
 - Children will tussle and those situations will be handled individually of course, but we want their time at school to be free of choices that include violence.
 - **We want to be respectful**
 - This includes respect for our own person, others and our environment.
 - Respecting myself means staying safe.
 - **We want to explore our environment**
 - Mud pies and snowmen are an important part of childhood; puddles are an important part of spring; sticks, trees and leaves are exciting in the fall.

We want to experience everything!

Weather

Saskatchewan has four distinct seasons, sometimes all in the same day.

We are hardy Saskatchewan people and we go out in all kinds of weather.

- If you do not send appropriate outdoor clothing or a change of clothes for your child then they will be wet or dirty and uncomfortable.
- Children cannot stay inside for recess and will be sent out for recess with whatever outer clothing you as a parent send.
- We do not make it habit to have spare outer clothing at the school as we expect our families to be responsible for their child's comfort.

Recess weather Policy

- When the combined temperature and wind chill is -27°C or colder we do not go outside.
- When the combined temperature and wind chill is between -22°C and -26°C the staff on duty will make an informed decision and will choose to go outside if we can.
- When the combined temperature and wind chill is above -22°C we will go outside for recess.

Please Note

If you do not want your child to go outside at lunchtime or on 'outside' days, please take your child away for lunch or early on outside days. Students may not stay inside at these times as there is no supervision. **No exceptions! If your child is too sick to go outside then they are definitely too sick to be at school.**

1:15 p.m. Elementary, Full Day and Double Session move back into their environments

3:30 p.m. Pick up for Elementary, Full Day and Double Session

- Elementary and Casa say good-bye to their own directors and are handed over to the custody of their parent/guardian.
- Children will be released only to the following authorized persons: family members, pre-arranged car-pool drivers, and persons designated as emergency contacts or after school caregivers listed on the child's registration form. If you need to make other arrangements please make sure that your room's director knows who they will be releasing the child to in writing with a contact number for that person.
- At dismissal time, the directors are busy ensuring that each child assembles all personal possessions and is ready when the parent arrives. At this time the directors are unable to engage in long conversations with the parents. Personal discussions concerning students work best in a private setting where neither party needs to rush away to fulfill other obligations.
- We encourage all families to help the children be independent by dressing themselves and carrying their own bags out to the car.

Students are only handed to persons authorized by child's parent or guardian.

3:40 p.m. Students not yet picked up are taken to the Extra Care Room

- Students picked up from the Extra Care Room after 3:45 p.m. will be charged for a full p.m. session. In order to make the situation equitable for all families this policy will be strictly enforced.

Extra Care

- Parents who wish their child to go regularly to extra care should sign up for the monthly rate
- Parents who wish their children to attend extra school care sporadically please let us know in the morning at drop off or as soon as possible.
- Two staff members work our extra care room together.
- Snack is provided and after 4:30 p.m. the children are welcome to finish off their lunch.
- We play with toys, do puzzles, draw and read books in extra care. We also try to spend as much time outside as we can.
- We do not watch movies except on very special occasions with permission from the Head of School
- Expectations of behavior for Extra Care are the same expectations we have for the children at any time or place in the school.

III. GUIDANCE AND CONSEQUENCES

Our Goals

- **We aspire to be peaceful**
 - At all times with ourselves, our world and our neighbours.
- **We want to be respectful**
 - We treat everything around us with the care it deserves.
 - We respect our world and the people in it for its creativity, individuality and differences.
- **We want to explore and experience our environment**
 - Everything we do is hands on.
 - When we play, experiment with and use materials things break and messes happen. This is all part of learning natural consequences and we aren't worried because every mess can be cleaned up.

There are firm expectations of behaviour for both our staff and students. They can be expressed in two short statements:

- I am always responsible for my own behavior and how it affects those around me.
- I am always responsible to respect the environment in which I work and play and the environment of those that work and play alongside me.

As with all aspects of a Montessori education, the area of behavior demands that we see each child and their situation as unique and individual. There are new lessons to learn and behaviours to emulate when they enter any new environment. (One of numerous examples would be an only child will enter a new environment with an entirely different set of social skills than a child from a larger family. Relating to adults may be easier, while sharing with peers may be harder).

We work to maintain an atmosphere of self-respect and respect for others at all times and to provide a safe and healthy learning environment in which each child can feel secure. Each child will be encouraged and supported to develop positive relationships with their peers and the staff. Each child and staff member is asked to remember that they are responsible for their own behavior in any given situation regardless of the behavior of others. Staff will strive to be appropriate behavioral models, showing respect for children, parents, co-workers and their environment.

Inappropriate Conduct Evaluation

- We watch our students and do our best to make ourselves both safe and available to talk

to. Difficulties with our students individually or in association with other students or staff must be noted by a staff member in order for us bring any disciplinary action within the school. There are always exceptions to the rule but this is the only equitable way to deal with student to student issues and avoid “he said” and “she said” situations.

- For the protection of all of our students a child will be watched closely but cannot be disciplined based on second hand information that has not been directly observed or confirmed by staff.
- For this reason if you know that your child is having difficulties within our environment please encourage them to talk to their director or the Head of School. If they need someone to come with them to help them be brave please come with, just as long as we keep lines of communication open.
- Our school time is divided between work and play. A child may learn quickly to behave appropriately in a work-time atmosphere but the freedom at lunch/recess may require a longer period of time for some students to adapt to behavioral expectations.
- Our school expectations take the child’s age into consideration.
- On the playground there is a wider age span of children and expectations must be fair while still applying to all students. In this environment the Montessori attitude of older more experienced children helping, teaching and emulating good behavior for the younger students is especially true.
- Play fighting or war games are not allowed at any time at Allegro.
 - Children love to be physical and we encourage it, however play fighting can lead to hurt feelings at the very least and real fighting at the worst. If Allegro is to be a place of peace and respect then for the short time they are with us activities specifically violent in nature such as shooting guns or war games do not belong on our playground or in our rooms.
- Violent behavior is not tolerated and fairly straightforward to detect and eliminate. Bullying both physically and mentally is somewhat harder to quantify.
 - Our goal is to instill in all of our students an attitude of peace and safety. To make improvements in behavior that may hurt themselves and others.
 - We try to notice every infraction, to discern the intent behind it and the affect it has on others. Our goal is to differentiate between difficulty learning a lesson and behavior that is persistent and deliberate.
- We know that while one student is learning a lesson, others are affected. We want to create an environment that shows that making mistakes is okay, that learning something whether behavioral or educational is sometimes difficult; that the patience I have with someone else today will be the patience they return to me when I have trouble tomorrow.

Each Room has Inappropriate Conduct Forms

- While our expectations of behaviour are the same across the board, evaluation of conduct is separated into lunchtime behaviour and work time behaviour.
- The entire staff watches for deliberate behavior that hurts either the student or those around them. The child’s director is responsible for noting and filing all behaviour forms for the students in their room.

- All consequences and conversations about behaviour will be overseen and implemented by the students own room director and or the Head of School.
- With the understanding that it takes time to learn some lessons each “mistake” will be noted but the student will be given the chance to improve a specific behaviour before the parent is involved.
 - The inappropriate behaviour may be dealt with by: a discussion between the director, the student and the offended party; apology and reparation for behavior; a redirection of activity and focus; a time of reflection and quiet giving the student a chance to calm down and think before they act again.
 - We believe that there are always natural consequences to our actions and we try to instill that in our students. We work to ensure consequences suit the inappropriate action taken whenever we can.
 - We also keep track of the parties offended in incidents to allow us to ensure that students are not individually being targeted by bad behaviour or labeled for it.
- After the third time the specific behaviour persists the parents will be contacted by their child’s director, informed that we are having difficulty with this area and asked to speak to their child about it and to work with them to help eliminate it.
- After the fourth incident a parent-student-director conference will take place to reinforce the serious need for change. At this time the Three Strike Policy will come into play.

The Three Strike Policy

- When behaviour is perilously close to becoming a habit and stronger measure must be taken.

WORK TIME	LUNCH/RECESS
1 st Strike – Student will be sent home for the remainder of the day or the full following day if the incident happens after 1:30 p.m.	1 st Strike – Child must be removed from school for lunch and recess for the school day following
2 nd Strike – Student will be suspended for five school days	2 nd Strike – Child will be suspended from lunch and recess for a period of five school days
3 rd Strike – Student will be asked to withdraw	3 rd Strike – Parents will be asked to make other arrangements for the student during the lunch/recess portion of the day

The Three Strike Policies will be sped up and parents will be involved far earlier if the behaviour a student is deemed by the child’s director or Head of School as causing is deliberate and continuous harm to themselves or others. This can include but is not limited to biting, kicking, scratching, hitting and persistent, threatening verbal abuse.

Parental Involvement in Discipline Issues

At times, issues between students can extend to become issues between families including the adults. We thank you for understanding that as each child is an individual so each family views the world, society and family management differently.

We encourage you, our parents to:

- Go to the Home and School meetings. Become part of your school community.
 - Volunteer and take part in school activities. Interact with each other.
- Get to know each other in the hallways. It is always easier to solve issues if you already have a social relationship or familiarity with the other family. Not everyone needs to be best friends but let's talk to each other often enough that we feel safe enough to approach each other when there is an issue.
 - Negative rumours without validation both discourage and insult a dedicated and loyal staff.
- Talk to each other directly if there is an issue although you may appreciate the moral support of others, expressing your concerns to others that are not involved can fuel rumours which may compound an already difficult and hurtful situation. An understanding that we all desire safety for our children and are willing to work together to make it happen can only help.

Talk to a director immediately if there are issues. It can be more difficult to remedy a situation if we are only made aware of an issue when problems have reached a heightened state.

Our objective is to protect and support all of Allegro's students.

IV. GENERAL INFORMATION

**If you are reading this handbook you have already taken the first step.
If you have signed up for Remind you are well on your way!**

Remind

- Please check that you have signed up for Remind 101! It is easy, takes about 45 seconds and instructions are available through the front office. Remind is important. Make sure you set it up at the start of the year.
- Remind is a communication tool used by the office and Head of School to communicate messages to all of our families. We include reminders for important notices such as a school closure, as well as traffic updates, hot lunches, when forms are due, etc.
- Remind is not used by directors for messages that relate to individual students.

School Closure

- If it is necessary to close the school due to temperature, weather conditions or building issues, a Remind notice will be sent out to all parents.
- When in doubt a message will also be placed on our answering machine as soon as we know.

Emergency Contact Information

Contact Persons

In the unlikely event of an emergency, it is essential that the School have **ALL OF** the following information on the registration form submitted for your child:

- Current address, home, cell and work phone numbers.
- Name and phone number of a person authorized to advise us about the child.
- Name and phone number of the family doctor.
- Name and home, cell and work phone numbers of an emergency contact that could pick up the child.

The most important thing you can do to protect your child at school is to ensure the emergency contact/family doctor information is up to date at all times.

Emergency Plan

Should a child require emergency medical care, the procedure is as follows:

1. Contact parents by phone; if unavailable then
2. Contact the reference listed on the registration form, i.e. emergency daytime contact; if unavailable and the child needs medical attention then
3. Contact the child's referenced doctor and if necessary secure emergency services and/or transportation as deemed necessary by the staff. Any expense shall be covered by the child's family.

School Safety

Roland Michener has a policy that we will firmly adopt for the following school year. Any adult who comes into the school during school hours **MUST** check in with Gayle at our front office. We have several children's programs that operate out of this school. Please afford us all the protection of letting us know you are here.

Fire Drills, Lock Downs and Tornado Procedure

Fire and lockdown drills are practiced regularly with all classes at times pre-arranged by our landlords (Roland Michener) and Saskatoon Police Services. Please note that during a Lockdown (including a drill), parents will not have access to the rooms or children until authorities permit. The purpose of these drills is the safety of the students during an emergency situation and to reduce stress if such an emergency should occur. If the school becomes unsafe to re-enter, in the event of a fire or other evacuation emergency, all staff and students will proceed to St. Augustine School (602 Boychuk Drive) and parents will be notified by REMIND once we arrive and all students are safely accounted for.

If you would like further information about what happens during a Lockdown or Fire Drill practice, please contact your child's director or the Head of School.

Parent Education

- The Montessori 101 magazine is a fantastic overview of the Montessori Program. You can obtain a copy from the front office.
- Also there are many books available for your perusal through our library. Please ask your Head of School or director for recommendations if you need.
- Parent education events are held throughout the school year. We invite local experts or our directors to present information related to Montessori education. These classes are generally one hour with childcare provided free of charge. Parents are strongly encouraged to attend as a way to deepen their understanding of the Montessori philosophy, to familiarize themselves with different curriculum areas of the environment, and to meet other parents.

Parent Grievance

- Equitable procedures reassure students and parents by providing integrity and consistency in respect to decisions made in the school setting, which in turn will help to avoid misunderstandings and disputes.
- To assist our school and staff, the following guidelines are to be followed when resolving matters:
 1. If you wish to discuss a concern regarding your child's academic, social, emotional or physical progress, please speak first to your child's director.
 2. If further clarification is required or if the parent is not satisfied with the answer given by the child's director, the parent may go to the Head of School who will mediate between both parties.
 3. If further discussion is required, the parent may request a meeting with the Board. The parent can be assured that there will be no retribution for pursuing an appeal/ review or for seeking further clarification of a concern.
- If you have problems involving another student or family please attempt to speak together as parents to work out the differences or issue.
 - If this does not resolve the issue, please schedule a meeting with the Head of School to mediate between families.
- Encourage your children to talk to their director or someone they are comfortable with as soon as a problem arises. If you are hearing of problems please let us know. We are well staffed and we stay vigilant but this does not mean that things don't fly under the radar. We need to see a problem in order to help correct it.

Late and Absent Days

As a member of the Independent School Association we are required to keep record of and report absent and late days for our Elementary and Kindergarten age students.

- The Independent School views 15% of the classroom time away to be a warning sign, (a note will be sent home and meeting set up with parents at this time),
 - At 20% time away from the classroom they do not consider the student to have been present enough to have completed their grade level.
 - All late and absent days are updated with each progress report so please keep an eye on the amount of time your child is away from the classroom.
- Understanding that both late times and absents are recorded is important. Please:
 - Remind your child to come directly into the school to their classroom to greet the director before they go anywhere else. If we detect a problem in this specific area we will be contacting you to help us to encourage our children to enter their classroom first thing.
 - Understand that we are required by the Education Act to have children in school for a specific amount of instructional hours per year and that they mandate that we record each individual student's time actually spent in the classroom.
 - Be aware that absents or late times due to educational purposes are recorded but are counted as part of the child's instruction hours.

Clothing / Dress Code

Children run, play, hop, skip, jump and get dirty.

Childhood is a time of freedom, creativity and exploration.

Sending extra clothing for your children helps protect them from the elements and a wet and uncomfortable afternoon.

Casa and Elementary

- The child should wear comfortable clothes to school; outfits which can be soiled in art projects or playtime without the child being anxious about the possibility of reprimands.
- Runners or soft-soled leather shoes which the child can manage alone are requirements (a customary school safety regulation).

All clothing, particularly outerwear such as coats, boots and so on, should be marked with the child's name. (For your convenience please see Mabel's Labels Fundraiser).

Extra Clothing Provisions for Toddlers

- Each Toddler child will need to bring to school extra clothes and supplies with his or her name on it. Please consult your child's director for a complete list.

Extra Clothing Provisions for Casa

- An extra t-shirt, blouse or dress.
- An extra pair of shorts/pants.
- An extra pair of socks/tights/leotards.
- Extra underwear.

Please label all clothing brought from home with your child's name.

Dress Code

- Any sandals worn must fasten with buckles or ties and have an ankle strap.
- NO FLIP FLOPS
- All students must have indoor running shoes.
- No spaghetti straps, bare midriffs, halter tops.
- If a strap is less than two of the student's fingers wide then it is not appropriate.
- No T-shirt or clothing of any sort that shows disrespectful logos.
- Tops and bottoms must generously meet.
- Girls must wear shorts under their skirts to avoid embarrassment on both the playground and in school.

BATHROOM POLICY

In the interests of the children's safety and to promote the modeling of proper bathroom etiquette and general hygiene, all half day and most double session Casa students are accompanied to the bathroom by staff, or in the case of an emergency, an older responsible child. All full day and mature double sessions are unaccompanied.

FIELD TRIPS

During the course of the year, the Casa and Elementary students take field trips to enrich their learning experiences.

- All trips will be announced in advance and will be well-chaperoned by staff and parent volunteers as needed.
- All children must have a signed permission form on file at the school before participating.

PARENT PARTICIPATION

Observing

- Parents are encouraged to observe their child's work on parent interview days or, at the child's request, to come into the room at the end of the day to view their work.
- Parents are cordially invited to observe in the room when school is in session. Arrangements should be made a few days in advance by contacting your room director or by contacting the main office.
- A parent should expect to be in the room a minimum of 20 minutes and no more than 1 hour.
- They will be provided an observation chair from which to observe from and will be asked to remain in that chair until they are ready to leave. At that time they will have the opportunity to talk with room's director or Head of School and ask any questions about what they have observed.

Newsletter

- Newsletters are published every month and contain information about upcoming events as well as room news, Home & School Association reports and general news bulletins regarding the school as a whole.
- Parents are encouraged to make sure they receive and read their copy especially those who do not regularly drop off or pick up their children.
- If you would prefer to receive your newsletter electronically please inform the office.

We have provided ample ways to help you keep up with your child's school schedule. In particular, please note all upcoming dates in the newsletter, on the website calendar, on posters around the school and on Remind.

PARENT TEACHER CONFERENCES

- If possible, all parents/guardians should be present for all meetings with the director, as Montessori education is best carried out when parents understand and cooperate with the long-term program that Montessori education requires.
- For instance, **three years in the Casa program** is an optimum time to receive the full benefit of early Montessori education. Similarly, the Elementary Program falls quite naturally into three-year blocks of time comparable to the divisions in the regular Elementary system; and generally, we expect a student in the Elementary level to stay in the program for the whole three-year cycle.

Presentations

Parents with a hobby, talent or profession that they think would be interesting to the children are encouraged to make arrangements with the director to make a presentation to the room. Parents are also invited to loan books, artifacts and other resources to aid in curriculum studies, many of which are announced in advance in the school newsletter

Individual Needs

If your child has special individual characteristics such as learning disabilities, allergies, phobias, etc., note them on the registration form and bring them to the attention of the room director. All efforts will be made to ensure that your child's attendance at school is an enriching experience.

Special Situations

In the event that a significant change occurs in your home, please consider informing the school as soon as possible. All information will be regarded as confidential. We trust your judgment as to the kinds of situation which may affect your child's behaviour, security and general well-being. Common causes of distress include: either or both parents being away from home for any reason for an extended time; new person living in the home; illness of either parent; illness of sibling; any hospitalization, accident or death in the family; parental separation or divorce; moving house; death of a pet.

The director will keep you informed of any significant changes in the school environment which may affect your child.

MISCELLANEOUS

Parties Outside of School

Please remember that invitations to events outside school hours should be *mailed* rather than distributed at school or parents may put invitations in the children's lockers. Likewise, if a child is attending a party after school hours, please do not send gifts to school with the child but find an alternative way of having the gift arrive at the celebration.

Any parent collecting a group of children after school for a party or special event should make a point of being especially tactful and discreet, for the children are too young to cope with being "left out".

Holiday Guidelines

Because the schedule for the school year still works around what could be considered “religious” holidays we want to make it clear that Allegro Montessori has no religious affiliation. We do celebrate the “winter” part of the **Christmas Holiday**. Which means we permit decorating of trees, putting up of winter decorations with a more societal instead of religious significance and talking about the different ways we all spend the holidays. We are curious about and have a student body that follows many belief systems. If your child has a celebration or event, religious or otherwise that they wish to tell us about we encourage them to share their experiences with us.

The following rules will be observed by the school for **Halloween**:

- No costumes.
- No crafts or decorations involving ghosts or witches.
- No **candy/ pop** from staff, students or parents.
- Carving of pumpkins and crafts with spiders, pumpkins and animals are permitted.
- Rooms may have crafts involving Jack-o-lanterns etc. However they are not to be displayed outside of the room.

Toys

Toys may not be brought to school as they are difficult to share and can cause disagreement and distraction. If your child has made something or found a fascinating item related to culture, science or nature, he or she is most welcome to share it with the room.

We do not search pockets or lockers for contraband. Please check your child's pockets before school to see what they contain. Check especially for small playthings which should remain at home or candy that might be shared with a friend that should not eat it. When the child returns home, please check for any unfamiliar objects, as these may be part of school equipment which should be returned promptly. Montessori materials are often brightly coloured, small and very expensive, a wicked combination to be sure.

Movies / DVDs / YouTube

Allegro restricts all movies to a ‘general’ rating only. The Casa students occasionally watch movies/vignettes related to a current theme or a ‘show and tell’ event and are limited in length to a maximum of thirty minutes depending on the attention and interest span of the children.

Elementary students also watch occasional movies and these are usually related to book reviews and cultural studies. They sometimes enjoy movies at ‘last day of school’ parties but again the staff is sensitive to length and content ensuring that it is suitable for the students in question.

If we have indoor recess the students may have the option to watch a Magic School Bus or an educational, yet fun video.

VI. ACADEMIC PROCEDURES

Conferences and Reports

For both Casa and Elementary children, regular parent conferences are scheduled with the director during the school year. If parents wish to talk to a director at any other time, the directors welcome a call to arrange a time to meet. If a director needs information from home or wishes to share pertinent and time sensitive information parents may be asked to come to an unscheduled conference.

At all times, conferences are highly confidential conversations between the specific staff, parents and Head of School.

Children in Toddler do not receive written progress reports, however, the director will arrange interviews when necessary or requested.

Written "Report Cards" will be provided for our full day Casa students at the end of their full day year. During the three year Casa cycle, directors will stay in communication with the parents regarding their child's progress through daily contact and interview days.

For the Elementary students, monthly written reports discussing accomplishments, goals and issues to work on are filled in and discussed by both director and student and then brought home for parent's perusal and signature. A "Report Card" will be issued in February and June of each school year.

Tests and Records

Standardized educational tests are given during the Elementary years at the Grade 3 level, in accordance with the standard procedure of the Saskatchewan Department of Education.

The evaluations aid the director in better understanding the individual child's pace of development and help the children gain some familiarity with taking tests, which will be a part of their later educational life. They also provide every child with a record of progress which is recognized by provincial educational systems.

A cumulative folder containing records of progress is kept for every Elementary student.

If there should be a need for any psychological testing or counseling, it is done with the parents' permission and possibly at the parents' expense.

**Please see the website for an outline of the areas of the
Montessori Casa and Elementary curriculum and environment.**

Recommended Reading

The following are good introductory books, some of which are available through Allegro's lending library and others through the Saskatoon Public Library:

Hainstock, Elizabeth G., Teaching Montessori in the Home: The Preschool Years, New York: Plume Books, 1976.

Hainstock, Elizabeth G., Teaching Montessori in the Home: The School Years, New York: Plume Books, 1978.

Hainstock, Elizabeth G., The Essential Montessori, New York: Plume Books, 1986.

Lillard, Angeline Stoll, Montessori: The Science behind the Genius, Oxford University Press, 2005

Lillard, Paula Polk, Montessori – A Modern Approach, New York: Schocken Books, 1988.

Lillard, Paula Polk, Montessori Today, New York: Schocken Books, 1996.

Lillard, Paula Polk, Montessori in the Classroom, New York: Schocken Books, 1997.

McTamaney, Catherine, The Tao of Montessori, New York, Universe Star, 2005

Montessori, Maria, The Absorbent Mind, New York: Dell Publishing, 1967.

Montessori, Maria, The Discovery of the Child, New York: Ballantine, 1969

Montessori, Maria, Dr. Montessori's Own Handbook, New York: Schocken Books, 1973.

Montessori, Maria, To Educate the Human Potential, Adyar, India: A Kalakshetra Publication, 1973.

Montessori, Maria, The Montessori Method, New York: Schocken Books, 1964.

Montessori, Maria, The Secret of Childhood, New York: Ballantine, 1966

Seldin, Tim, How to Raise an Amazing Child the Montessori Way, New York: DK Publishing, 2006

Standing, E.M., Maria Montessori, her Life and her Work, New York: Mentor Books, 1962.

Wolf, Aline D., A Parent's Guide to the Montessori Classroom, Cleveland: NAMTA, 1980.